

DOCUMENT RESUME

ED 449 470

CS 014 226

TITLE The Teachers' Reading Renaissance[R] Survey. Report.
INSTITUTION School Renaissance Inst., Inc., Madison, WI.
PUB DATE 1999-08-00
NOTE 6p.; School Renaissance Institute, Inc., was formerly
Institute for Academic Excellence, Inc.
AVAILABLE FROM School Renaissance Institute, PO Box 45016, Madison, WI
53744-5016, Tel: 800-200-4848, Fax: 608-664-3882 ; Web site:
<http://www.SchoolRenaissance.com>.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research
(143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; National Surveys; *Student
Improvement; *Teacher Attitudes; *Teacher Response; Teacher
Surveys
IDENTIFIERS *Accelerated Reader Program; *Reading Renaissance

ABSTRACT

A study was conducted which surveyed nationwide Renaissance Model classroom teachers. According to responses received from 743 educators, the Reading Renaissance program is extremely beneficial to both students and teachers. Educators noted their students' improved reading habits, increased test scores in reading and all other subjects, improved communication with students, and greater parental involvement in students' academic success. Renaissance educators further indicated that the information given by the Accelerated Reader reports helps them feel more empowered and better able to assist students in choosing appropriate books. Finally, 93% of these educators believe their jobs are more satisfying since implementing Reading Renaissance. (Contains 3 tables of data.) (NKA)

The Teachers' Reading Renaissance Survey.

Report

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REPORT

from the Institute for
Academic Excellence



August 1999

The Teachers' Reading Renaissance® Survey

The following study presents the results from a nationwide survey of Renaissance Model Classroom teachers. According to responses received from 743 educators, the Reading Renaissance program is extremely beneficial to both students and teachers. Educators note their students' vastly improved reading habits, increased test scores in reading and all other subjects, improved communication with students, and greater parental involvement in students' academic success. Renaissance educators further indicate that the information given by the Accelerated Reader® reports helps them feel more empowered and better able to assist students in choosing appropriate books. Finally, an overwhelming 93 percent of these educators believe their jobs are more satisfying since implementing Reading Renaissance.

The Reading Renaissance Educator Benefits Survey

This survey was sent in November 1998 to 2,789 teachers who had achieved Reading Renaissance Model Certification by October 1, 1998. These are teachers who have received Reading Renaissance (RR) Professional Development

training and have provided Accelerated Reader (AR™) data demonstrating correct implementation of Renaissance techniques. The survey asked for demographic information, as well as for answers to attitudinal questions about how RR has affected students' reading habits and educator job satisfaction. Several open-ended questions were included, providing educators the opportunity to share their thoughts about the effectiveness of the Reading Renaissance program. Almost 27 percent, or 743 of the 2,789 Renaissance educators, responded to the survey.

A. Demographic Information

A total of 743 educators from 346 schools in 35 states responded. Among the 743 survey respondents, 683 (92%) hold teaching positions, 39 (5%) hold administrative positions, and 21 (3%) are the AR/RR coordinators for their schools. The average enrollment at these schools is 520 students, with an enrollment range from 14 to 1,360 students.

The 731 survey respondents identified their grade levels. Since most of the educators teach more than one grade, that category is defined by the lowest grade taught.

Grades Taught by Renaissance Model Certified Educators

Lowest Grade Reported	Number of Responses	Percent of Total
Pre-K	9	1.2%
Kindergarten	83	11.4%
1st Grade	87	11.9%
2nd Grade	147	20.2%
3rd Grade	135	18.5%
4th Grade	126	17.2%
5th Grade	86	11.8%
6th Grade	37	5.0%
7th Grade	8	1.1%
8th Grade	7	0.9%
9th-12th Grades	3	0.4%
Non-teaching	3	0.4%
TOTAL	731	100.0%

The educators reported using Accelerated Reader over a wide range of years. The following table shows a frequency distribution of the number of years AR has been used by 725 educators who provided this information.

Years of Accelerated Reader Usage Among Renaissance Model Certified Educators

Years of AR Usage	Responses	Percent of Total
Less than 2 years	24	3.3%
At least 2, but less than 3	138	19.0%
At least 3, but less than 4	223	30.8%
At least 4, but less than 5	158	21.9%
At least 5, but less than 6	86	11.8%
At least 6, but less than 7	32	4.4%
At least 7, but less than 8	29	4.0%
8 years or more	35	4.8%
TOTAL	725	100.0%

Mean = 3.8 years of AR usage

Standard Deviation = 1.8 years

Range = 1.0 to 15.0 years

B. Survey Results

1. Attitudinal Statements

Each Renaissance educator was asked for her level of agreement with nine separate statements. The levels of agreement were formatted on a Likert Scale ranging from 5 for "Strongly Agree" to 1 for "Strongly Disagree." All 743 respondents provided

information for this section of the survey, though four of them did not address all nine statements. The percent of favorable responses was calculated for each statement and for the overall attitude of each respondent. A favorable response is defined as any response equal to or greater than "4" (Agree).

Each statement started with the following lead:

The adoption of Accelerated Reader and the implementation of Reading Renaissance help teachers in the following ways:

	Percent Favorable
1. Motivates students to read more and better books.	99.2%
2. Makes teaching more enjoyable.	92.5%
3. Improves student test scores.	93.5%
4. Gives teachers a better sense of accomplishment.	95.1%
5. Reduces discipline problems and helps teachers to have better control in their classrooms.	80.6%
6. Improves student abilities in all academic areas such as reading, writing, math, science, and social studies.	93.1%
7. Improves communications and enhances teacher relationships with students.	92.7%
8. Helps students to love reading.	96.0%
9. Helps all students from lower ability to gifted and talented.	97.8%

Overall attitudes for each respondent were measured with the average score for each respondent's answers. As shown by the data above, the educators highly agree with all nine statements about the effectiveness of Reading Renaissance in their schools. Eighty-eight percent have overall response averages of 4.0 or greater, indicating a generally favorable attitude about the impact of Reading Renaissance.

2. Written Responses

Out of 743 total survey responses, 483 (65%) Renaissance educators provided information for this request:

Please share any comments you would like to make about other benefits of Reading Renaissance.

Many responses echoed the statements from the attitudinal portion of the survey, but educators did report other topics as well. The responses were categorized, then tallied for each category. Below is the listing and frequency distribution of written responses, by category, provided by each educator.

Response Categories		
	Responses	Percent of Total
1. Increases students' reading levels and test scores.	126	19.4%
2. Students are excited and motivated to read.	115	17.7%
3. All students enjoy/achieve success in reading.	90	13.8%
4. Students read books at their level.	52	8.0%
5. Increases students' love for reading.	42	6.5%
6. Students learn to set goals and be accountable for their reading.	39	6.0%
7. Increases parent involvement: AR reports are helpful for conferences; more parents read at home with their children.	35	5.4%
8. Enhances critical-thinking skills and reading comprehension.	27	4.2%
9. Increases library circulation and use.	23	3.5%
10. Teachers feel empowered.	19	2.9%
11. RR fits nicely into curriculum and has benefits for all subjects.	19	2.9%
12. RR makes teaching more enjoyable.	17	2.6%
13. Students discuss books with each other and with the teacher.	16	2.5%
14. Reduces discipline problems.	11	1.7%
15. Teachers like RR mini-lessons.	7	1.0%
16. Increases peer cooperation and teamwork, sense of community.	7	1.0%
17. Good use of computers and technology in the classroom.	6	0.9%
Total Responses =		651 100.0%

Conclusion

According to the survey results, Renaissance Model Certified educators nationwide believe that Reading Renaissance implementation has very positive impacts in their schools. Educators note their students have vastly improved reading habits and have developed a love for reading. These educators state that students' test scores have increased not only in reading but in all other subjects as well. Furthermore, Renaissance educators report that they have better communication with students and that parents are more involved

in their children's academic success. Renaissance educators also indicate that the information given by the Accelerated Reader reports helps them assist students in choosing appropriate books. Likewise, an astounding 98 percent of these educators agree that Reading Renaissance implementation helps students of all reading levels, from lower ability to gifted and talented. Finally, a compelling 93 percent of these educators believe their jobs are more enjoyable since implementing Reading Renaissance.

For more information, or for additional copies of this report, write or call:

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